DOCUMENT RESUME

ED 364 945 EA 025 473

AUTHOR Lester, Paula E.
TITLE Preparing Administrators for the Twenty-First Century.
PUB DATE Apr 93
NOTE 15p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 27-30, 1993).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Education; *Administrator Qualifications; *Curriculum Design; Degree Requirements; Educational Administration; Elementary Secondary Education; Graduate Study; Higher Education; Interpersonal Relationship; Leadership Qualities; *Leadership Training
IDENTIFIERS *New York

ABSTRACT

This paper presents findings of a study that asked administrators to identify the skills that administrative candidates should possess in the year 2000 and the administrator-preparation courses that universities should offer. Data were collected through telephone interviews that were conducted with a total of 80 Long Island, New York, administrators--15 superintendents, 12 assistant superintendents, 8 high school principals, 12 middle/junior high school principals, 10 elementary school principals, 11 high school assistant principals, and 12 junior high school assistant principals. Each group of administrators cited the need for interpersonal skills, and most of them mentioned the necessity of communication skills. All groups pointed to the importance of an internship in required administrator-preparation courses. Most respondents recommended that courses be included in finance and school law; about one-half of them placed value on a course in computer applications. The recommendation is made that the Department of Educational Leadership and Administration (DELA) consider offering specific courses in human relations, management, decision making, computer simulations, communication and interpersonal skills, and leadership. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
P. Lester
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

EA

ED 364 945

PREPARING ADMINISTRATORS FOR THE TWENTY-FIRST CENTURY

Paula E. Lester, Long Island University/C.W. Post Campus

Background for the Study

In 1974, the C.W. Post competency-based administrator education (CBAE) proposal for preparing school administrators became one of the first such programs given CBAE registration in New York State. Upon successful completion of the CBAE program, a graduate may become eligible for either the New York State School District Administrator (SDA) and/or School Administrator and Supervisor (SAS) Certification.

Master's degree and Professional Diploma programs in the Department of Educational Leadership and Administration were established with input from public and private school teachers and administrators of elementary and secondary schools on Long Island, New York City, and Westchester; the representatives on DELA's CBAE board; the alumni association; faculty members of the School of Education; and representatives from professional educators' associations.

The purpose of the graduate programs in educational administration is to prepare administrators for leadership positions in educational institutions and related organizations. The central preparation focuses on the intellectual, conceptual, human, technical, and organizational skills necessary for competence in educational problem solving, policy analysis and formation, and institutional development.

The program design and content have been influenced by the belief that the educational leader makes his/her impact on educational institutions through performing a number of

EA025473

major functions in the institutions such as: defining with others, the institution's missions and special role in society; analyzing and helping define significant issues confronting administrators; directing the institution in formulating significant policies in response to these issues; and defining the system, its purpose and values.

The program is designed to prepare candidates for a variety of administrative positions (superintendent, district superintendent, deputy superintendent, associate superintendent, assistant superintendent, principal, supervisor, department chairperson, assistant principal, coordinator, and unit head) and to meet individual needs of candidates as well as the certification mandates of New York State.

Current requirements in New York State for the SAS (provisional) include the completion of 30 semester hours of graduate study and an approved administrative/supervisory internship under the supervision of a practicing school administrator and a representative of the sponsoring institution of higher education. These 30 semester hours must include 18 semester hours of graduate study in the field of school administration and supervision. Requirements for the SDA include the completion of 60 semester hours of graduate study and an approved administrative/supervisory internship under the supervision of a practicing school administrator and of a representative of the sponsoring institution of higher education. Within the total program, the candidate shall have been awarded a master's degree. These 60 semester hours shall include 24 semester hours of graduate study in the field of school administration and supervision.

Since 1974, over 2,000 students have graduated from the C.W. Post educational administration program. At the present time, New York State is considering changing requirements for administrator certification. Part of the proposed changes for provisional SAS includes knowledge and skills necessary to: be visionary and risk-taking; embrace

diversity; have excellent people skills; understand the work of schools; lead and manage. In addition to the changing guidelines in the state, the societal changes that are taking place and that will continue to take place make it difficult for educational leaders to achieve their goals. Some of these changes include: a decline in public support for education; the women's movement; an increase in ethnic minorities; an increase in single-parent families; AIDS, and substance abuse.

The purpose of this study is to examine the skills that administrative candidates should have in the year 2000 as well as the courses that universities should offer to prepare administrators for the year 2000.

Description of the Study

During November and December 1992, superintendents, assistant superintendents, principals (high school, middle school/junior high, and elementary), and assistant principals (high school and middle school/junior high) from Long Island school districts were randomly selected by using the Nassau County and Suffolk County School District Directories. A sample of ten administrators from each category was sought. Each administrator was interviewed on the telephone and was asked the following two questions for his/her specific position: What skills do you think administrative candidates should have in the year 2000? What courses should universities or schools of education offer to prepare administrators for the year 2000?

These telephone interviews were studied in terms of content, and the results are summarized in terms of skills and coursework for each administrative position. Similarities and differences are addressed. In summary, this paper discusses the results of these

telephone interviews and the implications for graduate programs in educational administration.

Results

Superintendent: According to the 15 randomly selected Long Island superintendents who were interviewed over the telephone, the most frequently cited skills necessary to become a superintendent in the year 2000 are listed in rank order:

- Communication
- Finance
- Interpersonal skills
- Negotiations

The most frequently cited courses that universities or schools of education should offer to prepare superintendents for the year 2000 are listed in rank order:

- School law
- School finance
- Collective negotiations
- Strategic planning
- Personnel
- Human/public relations

Assistant Superintendent: According to the 12 randomly selected Long Island assistant/associate superintendents who were interviewed over the telephone, the most frequently cited skills necessary to become an assistant/associate superintendent in the year 2000 are listed in rank order:

- Interpersonal skills
- Finance
- Curriculum
- Writing ability
- Communication

The most frequently cited courses that universities or schools of education should offer to prepare assistant/associate superintendents for the year 2000 are listed below in rank order:

- Finance/Budget
- School law
- Human/public relations
- Management

High School Principal: According to the eight randomly selected Long Island high school principals who were interviewed over the telephone, the most frequently cited skills necessary to become a high school principal in the year 2000 are listed below in rank order:

- Communication
- New trends in education
- Leadership
- Interpersonal skills
- Problem solving

The most frequently cited courses that universities or schools of education should offer to prepare high school principals for the year 2000 are listed in rank order:

- Group dynamics (human/public relations)
- Computers (scheduling)
- Decision making
- Management
- Simulations, case studies, practical, hands-on approach

Middle/Junior High School Principal: According to the 12 randomly selected Long Island middle/junior high school principals who were interviewed over the telephone, the most frequently cited skills necessary to become a middle/junior high school principal in the year 2000 are listed below in rank order:

- Interpersonal skills
- Communication
- Vision
- Computers (scheduling)
- Legal

The most frequently cited courses that universities or schools of education should offer to prepare middle/junior high school principals for the year 2000 are listed below in rank order:

- School law
- Finance
- Computer technology

- Group dynamics (human/public relations)
- Management

Elementary School Principal: According to the ten randomly selected Long Island elementary school principals who were interviewed over the telephone, the most frequently cited skills necessary to become an elementary school principal in the year 2000 are listed below in rank order:

- Communication
- Change agent
- Curriculum development
- Interpersonal skills

The most frequently cited courses that universities or schools of education should offer to prepare elementary school principals for the year 2000 are listed below in rank order:

- Simulations, case studies, etc.
- Human/public relations
- Budget/Finance
- School law
- Public speaking

Principal: According to the 30 randomly selected Long Island principals who were interviewed over the telephone, the most frequently cited skills necessary to become a principal in the year 2000 are listed below in rank order:

- Communication

- Interpersonal skills
- Leadership
- Problem solving
- Computer technology

The most frequently cited courses that universities or schools of education should offer to prepare principals for the year 2000 are listed below in rank order:

- Group dynamics (human/public relations)
- School law
- Simulations, case studies, in baskets
- Computers (scheduling)
- Budget/Finance

High School Assistant Principal: According to the 11 randomly selected Long Island high school assistant principals who were interviewed over the telephone, the most frequently cited skills necessary to become a high school assistant principal in the year 2000 are listed below in rank order:

- Interpersonal skills
- Computers (scheduling)
- Communication
- Budget/Management
- Scheduling

The most frequently cited courses that universities or schools of education should offer to prepare high school assistant principals for the year 2000 are listed below in rank order:

- Finance
- School law
- Computers (scheduling)
- Supervision

Middle/Junior High School Assistant Principal: According to the 12 randomly selected Long Island middle/junior high school assistant principals who were interviewed over the telephone, the most frequently cited skills necessary to become a middle/junior high school assistant principal in the year 2000 are listed below in rank order:

- Interpersonal skills
- Scheduling
- Discipline

The most frequently cited courses that universities or schools of education should offer to prepare middle/junior high school assistant principals for the year 2000 are listed below in rank order:

- Educational psychology
- Scheduling
- Budget
- Simulations, case studies, hands-on, laboratory approach
- Current trends in education

Assistant Principal: According to the 23 randomly selected Long Island assistant principals who were interviewed over the telephone, the most frequently cited skills necessary to become an assistant principal in the year 2000 are listed below in rank order:

- Interpersonal skills
- Communication
- Scheduling
- Budget/Management

The most frequently cited courses that universities or schools of education should offer to prepare assistant principals for the year 2000 are listed below in rank order:

- Finance
- School law
- Computers (scheduling)
- Supervision
- Educational psychology

In summary, according to the 80 randomly selected administrators who were interviewed over the telephone, the most frequently cited skills necessary to become an administrator in the year 2000 are listed below in rank order:

- Interpersonal skills
- Communication
- Finance
- Computers (scheduling)
- Leadership

The most frequently cited courses that universities or schools of education should offer to prepare administrators for the year 2000 are listed below in rank order:

- Finance
- School law
- Human/public relations
- Computers (scheduling)
- Management
- Simulations, case studies, in-baskets, hands-on, practical approach

In addition, the following skills were also cited by some administrators:

- Motivation
- Delegation
- Research
- Stress management
- Counseling

The following courses were also cited by some administrators:

- Curriculum
- Policy
- Conflict resolution
- Research
- Multicultural education

Summary

The following chart summarizes the similarities and differences among the various groups of administrators in terms required skills. It is interesting to note that all administrative groups cite the need for interpersonal skills. In addition, all administrative groups except for middle/junior high school assistant principals cite the need for communication skills. Superintendents are the only group to cite the need for negotiation skills. High school principals are the only group to cite the need for new trends in education. Middle/junior high school principals are the only group to cite the need for legal skills and for those skills necessary in formulating a vision. Elementary school principals are the only group to cite the need to develop those skills necessary to be a change agent. Finally, middle/junior high school assistant principals are the only group to cite the need for skills related to student discipline.

Communication	S	AS	HP	MP	EP	P	HAP		AP	A
Finance	S	AS					HAP		AP	A
Interpersonal	S	AS	HP	MP	EP	P	HAP	MAP	AP	A
Negotiations	S									
Curriculum		AS			EP					
Writing		AS								
New trends			HP							
Leadership			HP			P				A
Problem solving			HP			P				
Vision				MP						
Computers				MP		P	HAP			A
Legal				MP						
Change					EP					

Scheduling		HAP	MAP	AP A
Discipline			MAP	

At the present time, DELA offers courses in collective negotiations, curriculum, computers (scheduling), school law, and finance. Although communication, interpersonal skills, problem solving, and leadership are all discussed in a six credit course that deals with fundamentals of administration (Core I), it may be necessary to offer additional courses to develop these skills.

The following chart summarizes the similarities and differences among the various groups of administrators in terms of required courses. All administrative groups cited the importance of an internship. It is interesting to note that all groups except for high school principals cite the need for a course in finance. In addition, all groups except for high school principals and middle/junior high school assistant principals cite the need for a course in school law. Also, all groups except for superintendents, assistant superintendents, and elementary school principals cite the need for a course in computers. Superintendents are the only group to cite the need for courses in negotiations, strategic planning, and personnel. High school principals are the only group to cite the need for a course in decision making. Elementary school principals are the only group to cite the need for a course in public speaking. Finally, middle/junior high school assistant principals are the only group to cite the need for courses that examine current trends in education.

Law	S	AS	MPEP	P	HAP		AP	A
Finance	S	AS	MPEP	P	HAP	MAP	AP	A
Negotiations	S							
Strategic planning	S							
Personnel	S							

Human relations	S	AS	HP	MP	EP	P				A
Management		AS	HP	MP						A
Computers			HP	MP		P	HAP	MAP	AP	A
Decision making			HP							
Simulations, etc.			HP		EP	P		MAP		A
Public speaking					EP					
Supervision							HAP		AP	
Educational psychology								MAP	AP	
Current trends								MAP		

At the present time, DELA offers courses in school law, finance, collective negotiations, personnel, computers (scheduling), and supervision. Although human relations, management, decision making, and simulations are all discussed in a six-credit course that deals with the fundamentals of administration, it may be necessary to offer specific courses in these areas.

In summary, the results of these telephone interviews indicate specific skills and coursework required of each administrative position. It is incumbent upon graduate programs in educational administration to provide prospective administrators with the necessary skills to successfully lead and manage the schools in the year 2000.